Procedure Section expanded + modified.

3 people is NO TO SLOPE

THE SUMMER INSTITUTE OF LINGUISTICS
SECOND LANGUAGE ORAL PROFICIENCY EVALUATION*

GENERAL INSTRUCTIONS

PERSONNEL

Evaluations are typically conducted by a second language (L2) TESTER, a LINGUIST, and a mother-tongue (L1) ASSISTANT. The LINGUIST must be able to communicate directly with the TESTER and the ASSISTANT. L2 refers to the second language of the person being evaluated. This is also referred to as the target language or the evaluation language. L1 refers to the first language of the person who is being evaluated. This is also referred to as the mother tongue.

A. THE TESTER is a mother-tongue speaker of the evaluation language (L2) who is sufficiently familiar with evaluation procedures to interact with the SUBJECT as stipulated in each task during the test. The TESTER should speak only the L2 to the SUBJECT, and it should not be necessary for the TESTER to speak to the ASSISTANT. If, however, the TESTER does speak to the ASSISTANT, the L2 should be the language used. The TESTER shoud avoid speaking in or reacting to the L1.

B. THE LINGUIST is an evaluation specialist fully conversant with the SIL Second Language Oral Proficiency Evaluation (SLOPE) procedure and knowledgable about the target language (L2), though not necessarily a speaker of that language. During the evaluation, it is primarily the LINGUIST's responsibility to ensure that an adequate sample of the SUBJECT's communicative competence is obtained. The LINGUIST determines which stimuli to present to the SUBJECT, as set forth in the instructions.

C. THE ASSISTANT is a mother-tongue speaker of the SUBJECT's first language (L1). The ASSISTANT's task is to explain the

Following the evaluation, the LINGUIST consults with the TESTER and awards the score. Only a LINGUIST certified to administer the SIL SLOPE may award the score. Some individuals may be both TESTERs and certified LINGUISTs. Training is given by SIL to ensure uniformity of scoring and adherence to proficiency standards.

THE EVALUATION FORMAT

The Evaluation consists of three parts:

1. WARM-UP CONVERSATION: The SUBJECT and the TESTER converse on social and personal matters in the target language. The TESTER asks the SUBJECT questions on social and personal topics. This first part has been included because the skills involved are important in both formal and informal contexts.

2. GETTING INFORMATION: The SUBJECT uses the target language to interview the TESTER and gather information and opinion. The SUBJECT acquires information from the TESTER and explains it in the L1 to the ASSISTANT. This second part allows for the display of questioning skills and conversational management, as well as a demonstration of comprehension accuracy.

3. RELATING INFORMATION: The SUBJECT, using the target language, gives information to the TESTER on a topic and responds to comments. The ASSISTANT briefs the SUBJECT on the selected topic in the L1 before the SUBJECT begins this part. This third part calls upon a wide array of skills of expression, including discourse tactics and organizing abilities.

IN EACH PART, THE TESTER SHOULD ATTEMPT TO RAISE THE CONVERSATION TO THE HIGHEST LEVEL THAT CAN BE SUSTAINED BY THE SUBJECT.

2. A group of knowledgeable native speakers, perhaps drawn from members of the local academic, government, and media sectors, should concur that the speech of the people selected as TESTERs reflect the standard form of the L2.

3. Several samples of speech representing a range of levels should be submitted to the above group in consultation with a linguist trained in SIL SLOPE techniques to achieve a consensus on the scoring of each level. In order to ensure that the score given to any speech sample is functionally equivalespecially if tester or assistant is low level speaker of training lg.nt to those scores which were arrived at by consensus, the video or audio cassettes on which these first samples are recorded must be archived for future reference. In this way future samples of the language can be checked to establish and maintain quality control and prevent scoring drift. Samples of speech which represent the same level in different languages may also be checked against each other in order to ensure that a sample which is said to represent a particular level in one language is similar to samples in other languages which are said to represent that same level. It is important that such archives be checked regularly to ensure that the scores awarded are functionally equivalent for all languages at any time.

TRAINING

1. The TESTER and the ASSISTANT are trained by the LINGUIST for 30 minutes (or more) before the first evaluation. perhaps as long as 1 day;

2. The first part of the training consists of an explanation of the purpose and procedures used for the oral proficiency evaluation. The function of the three different parts of the evaluation should be explained. The TESTER and the ASSISTANT should be made aware of the roles they play in each of the three parts. The TESTER should not speak in the L1 during the interaction in order to enhance the naturalness of getting and relating information. The ASSISTANT should not speak to the SUBJECT in the L2 at any time during the evaluation situation.

Instructions all new -

INSTRUCTIONS FOR THE TESTER

The purpose of this evaluation is to find out how well the community understands and speaks your mother tongue.

Your job is to gain information on the Subject's skills in as wide a variety of speech tasks as possible. In order to do this, you will need to:

-Put the Subject at ease and involve him/her in the conversation.
-Encourage the Subject to talk as much as possible.
-Treat the Subject in every way as a member of your own culture.
-Speak naturally, at a normal rate of speed.
-IN EACH PART, YOU SHOULD ATTEMPT TO RAISE THE CONVERSATION TO THE HIGHEST LEVEL THAT CAN BE SUSTAINED BY THE SUBJECT.
-You can clarify, repeat, or rephrase, but only if asked to do so by the Subject.
-The Linguist may need to interrupt the conversation to go on to the next part.
-NEVER talk to the Subject in any language other than your mother tongue.
-NEVER use the mother tongue of the Subject.

In order to accomplish these goals, you will need to keep the following points in mind as you go through the parts of the evaluation:

1. Warm-up coversation

The Warm-up conversation is used to evaluate the Subject's ability to handle routine social interaction, and to make him/her feel comfortable. You and the Linguist will choose the topic before the Evaluation begins.

You should remember to:

-Begin with an appropriate greeting.

-Give information in a way that is linguistically complex and culturally relevant.
-Limit your information to an amount that the Subject will be able to remember (i.e., not more that several minutes worth at one time.)
-Expect the Subject's questions to be formed in a manner that is comprehensible - without prior knowledge of the topic.
-Allow time for the Subject to explain each answer in L1 to the Assistant.
-Provide both facts and opinions, general and specific, as appropriate.

3. Relating Information

In this part, the Subject will be presenting information on some topic to you. Your objective in this part of the procedure is to elicit from the Subject a clear and explicit sample of speech to be rated. You and the Linguist will discuss the choice of topic before this part begins.

You should remember to:

-Expect the Subject to do most of the talking and carry most of the responsibility for the success of the task.
-Listen carefully to what the Subject says about the topic.
-As appropriate, ask the Subject questions about what he/she said, or ask for clarifications.
-Keep your comments short.
-When the Subject finishes his/her presentation, you may ask further questions about topic. Some questions you may ask include:
    -Could you clarify/explain that a little bit?
    -What is your opinion about ...?
    -Why do you think that?
    -How do you think this situation could be changed?
    -If you were able to change what had already been done, what would you like to do?

INSTRUCTIONS FOR THE L1 ASSISTANT

The purpose of the testing is to find out how well the community understands and speaks the Tester's mother tongue. You will receive specific instructions for each part as that part begins.

Your job as the Assistant is fourfold:

1. Give instructions to the Subject clearly so that he knows what to expect and what to do.
2. Remember everything the Subject tells you in Part 2 well enough to repeat it to the Linguist after the evaluation.
3. Help the Subject develop what he/she wants to say in Part 3 and prompt him/her whenever needed.
4. Help the Subject feel comfortable during the entire evaluation. The Subject should see you as his/her "ally".

You should remember to:

-Speak to the Subject only in L1.
-Do not use the L1 or the L2 to speak to the Linguist.
-Do not speak to the Tester during the test.
-Do not intervene in the discussion between the Subject and the Tester unless asked to by the Linguist.
-Do not add to or explain comments made by the Tester.
-Tell the Linguist if the selected topic is not appropriate to your culture.

1. Warm-up conversation

The purpose of the Warm-up conversation is to make the Subject feel comfortable and start the evaluation. Your job is to explain the purpose and format of the evaluation to the Subject, bring him/her into the evaluation location, and introduce him/her to the Tester and Linguist.

2. Getting Information

-Question the Subject as to details that may have been forgotten, but do not supply information.
-After the test, listen to the recording of Part Two with the Linguist. Explain the meaning of what the Subject told you to the Linguist

3. ~~Getting Information~~ Relating Information
In this part the Subject presents information and opinion to the Tester on a chosen topic. You will receive information about the topic from the Linguist before this part begins. Your job is to help the Subject to develop his/her thoughts about the topic by disscussing it with him/her for about five minutes. You may suggest further ideas also if the Subject runs out of material to present.

INSTRUCTIONS FOR THE SUBJECT

The purpose of this evaluation is to find out how well your community speaks the L2. You can help us by talking naturally to the Tester in the L2 throughout the evaluation. Please speak only in the L2 to the Tester, and only in the L1 to the Assistant.

1. Warm-up conversation
Hold a natural conversation with the Tester. Take initiative in the conversation as appropriate.

2. Getting information
Ask questions of the Tester on a topic chosen by Linguist Explain each answer in the L1 to the Assistant. You may ask the Tester to slow down, repeat, or clarify, if you need to. You should continue asking questions in the L2 and explaining in the L1.

3. Relating information
Prepare a presentation on a topic suggested by the Linguist by discussing it for about five minutes with the Assistant. Answer

PRELIMINARY CONSIDERATIONS

1. VENUE

An oral proficiency evaluation can be conducted almost anywhere, provided the environment is comfortable and relatively quiet. ALL EVALUATIONS SHOULD BE TAPE RECORDED.

2. SOCIAL

There may be difficulties when a young TESTER is involved in evaluating an older SUBJECT. For these reasons it may be advisable to have both an older and a younger TESTER.

-Cultural norms of politeness may restrict the TESTER from pushing the SUBJECT into conversational levels beyond the SUBJECT's comfort zone.
-The TESTER may not have enough control over the interaction.
-The TESTER may differentiate between the speech of an older person and that of other age groups. Whether this is cultural or simply the limit of the person's ability may not be clear, and the TESTER may be unwilling to "criticize" the SUBJECT's speech.

Female TESTERs may have difficulty in initiating interaction with male SUBJECTs and female SUBJECTs may have similar difficulties in responding to a male TESTER due to shyness and/or the cultural norms of male/female relations. For these reasons it may be advisable to have both a male and female TESTER.

Topics should be chosen with sensitivity to both the SUBJECT's and the TESTER's culture.

3. TECHNICAL

-Check the equipment and have it all ready to go.
-Keep the microphone close to the SUBJECT.
-Use one side of a 90 minute cassette tape for a SUBJECT so the tape does not have to be changed during the session.

-The LINGUIST may need to take advantage of his/her position as an outsider to stay in control of the evaluation situation.
-The LINGUIST should decide what personal information about each SUBJECT it is necessary to collect. The scoring form allows for the questions most commonly used on sociolinguistic surveys. It is recommended that the LINGUIST collect this information before the evaluation begins.

PART ONE: WARM-UP CONVERSATION

PURPOSE

This first task has two objectives:

-To get the evaluation off to a comfortable start.

-To evaluate how adept the SUBJECT is at sustaining a routine social conversation. Of special interest are the SUBJECT's abilities to initiate and respond smoothly, to select culturally appropriate comments and reactions, and to establish rapport with the TESTER.

PROCEDURES

1. The LINGUIST ensures that the TESTER is prepared to pursue one (or more) of the suggested conversational topics. The LINGUIST records the topic(s) selected on the scoring form.

2. The TESTER starts the conversation by greeting the SUBJECT, exchanging pleasantries, and asking questions. The TESTER should NOT interrogate the SUBJECT, but should pursue the topic based on what the SUBJECT says. The points mentioned under each conversational topic are to guide, but not restrict, the flow of conversation. The SUBJECT should be encouraged to take the initiative as appropriate in normal conversation, rather than simply answer questions.

3. When the LINGUIST determines that an adequate sample of the SUBJECT's conversational abilities has been obtained, he/she signals to the TESTER to conclude the conversation. The WARM-UP CONVERSATION should last a MINIMUM of five minutes and should continue for as long as the LINGUIST feels is necessary.

4. The LINGUIST has the option of ending the evaluation with the WARM-UP, BUT ONLY IF the SUBJECT's performance has been so poor

WARM-UP CONVERSATION: Suggested Topics

W-01. DAILY LIFE

Greet the subject and exchange introductions and routine pleasantries as necessary and appropriate.

Ask the subject to tell you a little about him/herself: for example where he/she is from, where he/she has worked or travelled. Find out how the places of his/her travel compare to his/her hometown. Ask how events in daily life compare or contrast between the two places. Inquire after an incident that he/she remembers which particularly illustrates the comparison or contrast between the two places. Follow up on whatever answers the subject provides if it seems necessary to get him/her talking more.

W-02. OCCUPATION

Greet the subject and exchange introductions and routine pleasantries as necessary and appropriate.

Find out where he/she works and what sort of work he/she does. Find out what this subject's very first job was; how he/she found the job, how much he/she earned, what he/she had to do, what the standards of the performance were, how he/she felt about the job. AND/OR Find out what job the subject had prior to his/her present job and the details about it. Follow up on whatever answers the subject gives if it seems necessary to get him/her talking more.

W-03. HOMETOWN

Greet the subject and exchange introductions and routine pleasantries as necessary and appropriate.

Find out where he/she is from, where this place is located in relation to other places in the general area, what the terrain is like, what the climate is like, how the climate there compares to the climate here, for instance, what the weather is like here today and what it probably is like there today, how people in that area shelter themselves from the elements. Follow up on whatever answers the

responsibilities children have. Follow up on whatever answers the subject provides if it seems necessary to get him/her talking more.

W-05. FAMILY

Greet the subject and exchange introductions and routine pleasantries as necessary and appropriate.

Ask after the subject's family members, where culturally appropriate, ask how many sisters, brothers, wives, children, etc., the subject has and whether his/her parents are living. Where are they living and what are their occupations. How has family life changed in the village over the past 10 years. Follow up on whatever answers the subject provides if it seems necessary to get him/her talking more.

W-06. WORK

Greet the subject and exchange introductions and routine pleasantries as necessary and appropriate.

Follow the greetings with questions about the subject's work. If he/she is a farmer, the topic may naturally move to crops, weather, harvests and market prices. If he/she has a different occupation, particularly one requiring certain qualifications, ask why he/she chose this type of work and what kind of training was necessary for it. If the subject has had other jobs before his/her present one, pursue these in the conversation. If it is culturally appropriate, ask how much the subject earns. Follow up on whatever answers the subject provides if it seems necessary to get him/her talking more.

W-07. RESIDENCE

Greet the subject and exchange introductions and routine pleasantries as necessary and appropriate.

Determine whether the subject is originally from the evaluation site and how long he/she has lived there. Ask whether or not the person's family also lives there. If the subject has lived in other villages, or in a large city, ask him/her to compare

place he/she has lived in. Follow up on whatever answers the subject provides if it seems necessary to get him/her talking more.

W-09. ILLNESS

Greet the subject and exchange introductions and routine pleasantries as necessary and appropriate.

Find out a little about the subject's family and whether or not all are in good health. If someone in the family is currently ill, then find out what kind of sickness he/she has and what is commonly done to cure it. Find out why the subject thinks such illnesses occur. Ask if there are alternate ways of curing such an illness and what the subject thinks about the relative merits of each of these methods. If no one in the family is currently ill, then inquire about past sicknesses and follow up wi< similar sorts of questions as for a current illness. Follow up on whatever answers the subject provides if it seems necessary to get him/her talking more.

W-10. CLOTHES

Greet the subject and exchange introductions and routine pleasantries as necessary and appropriate.

Remark on commonly noticed types of clothing, jewelry, cosmetics, and/or appearance as appropriate. Find out about distinctive ways of wearing, making, or otherwise acquiring such clothes, cosmetics, or jewelry. Find out how this is different from the clothes, jewelry, or cosmetics of neighboring groups and what the subject thinks about neighboring groups' habits in this regard. Follow up on whatever answers the subject provides if it seems necessary to get him/her talking more.

W-11. COSTS

Greet the subject and exchange introductions and routine pleasantries as necessary and appropriate.

Find out where the subject works and what sort of work he/she does. If it is agricultural work, ask about the weather and current

holiday and why it began as a holiday. Find out in some depth about details of what happened during the celebration following up on information volunteered by the subject. Ask if people in the village have any local celebrations and what they are like. Ask who likes holidays more, children or adults; men or women. Follow up on whatever answers the subject provides if it seems necessary to get him/her talking more.

W-13. RECENT ACTIVITIES

Greet the subject and exchange introductions and routine pleasantries as necessary and appropriate.

Begin by asking what sorts of things the subject has done recently. Has he/she been to town, gone hunting or fishing, been repairing some equipment, taking care of sick children, etc. Ask for opinions or evaluations of these recent happenings, why it happened, how it was done, the value of the happening. Follow up on whatever answers the subject provides if it seems necessary to get him/her talking more.

W-14. FOOD/CROPS/HARVEST

Greet the subject and exchange introductions and routine pleasantries as necessary and appropriate.

Find out if the subject or people in the village/town are involved in growing a crop, what it is, whether it is one of their main foods, what farmers do to take care of this crop, and what other crops are grown. Ask about when they plant and harvest. Find out is the land is good, what the terrain and soil are like, and how the land could be improved. Inquire about water for farming. Find out if it is sufficient, if there is a lot of rain, if there is irrigation. Ask if there are orchards, what kind, and how people care for them. Follow up on whatever answers the subject provides if it seems necessary to get him/her talking more.

W-15. PASTORAL SOCIETIES

Greet the subject and exchange introductions and routine

PART TWO: GETTING INFORMATION

PURPOSE

The SUBJECT is given the task of questioning the TESTER on some topic. The object is to obtain information - both facts and opinion - from the TESTER, and then to report in the L1 on the information obtained. The task is in large part one of accurate comprehension, but the SUBJECT must also ask good questions, keep the interaction on track, follow up on incomplete answers, pursue the significant points, and clarify issues.

PROCEDURES

1. The LINGUIST instructs the ASSISTANT, suggesting an appropriate topic along with questions. The domain of the topic selected should be different from that chosen for the WARM-UP CONVERSATION. The topic chosen for this section should be one that is culturally or conceptually different from those that the SUBJECT normally discusses in the L1; it may be a topic which is either familiar or unfamiliar in the L2. The ASSISTANT relays the information to the SUBJECT who then begins the interview with an opening question. The LINGUIST records the topic selected on the scoring form.

2. The TESTER responds with his/her views in the L2, speaking naturally, providing both detailed information and thoughtful opinions. IT IS IMPORTANT THAT THE TESTER USE A NORMAL RATE OF SPEECH AND A STYLE THAT WOULD BE USED WITH ANOTHER NATIVE SPEAKER. It is up to the SUBJECT to slow the TESTER down or ask for clarification or repetition. If the SUBJECT does not understand a specific answer to one of the questions asked, the SUBJECT should be encouraged to ask for clarification.

3. As the TESTER answers these questions, the SUBJECT reports in the L1 to the ASSISTANT. Reports should be frequent enough that the

6. At the conclusion of the evaluation, (i.e., after Part Three) the LINGUIST should playback the recording of the SUBJECT's report to the ASSISTANT in order to evaluate the SUBJECT's comprehension. The GETTING INFORMATION section evaluates the ability of the SUBJECT to ELICIT AND COMPREHEND detailed opinion and factual information from a speaker of the L2.

Mostly new topics

PART TWO: Suggested Topics

G-01. LIFE IN THE CITY

Does the tester live in the city? How would someone find a good place to live there? Where do you go to get food? What kind of jobs are available for people like me?

How is life in the city different from life here? Does living in the city cause family problems? How are these problems solved? Which way of life do you prefer and why?

What do people in the city do for entertainment? What sort of cultural activities do people participate in? What do people do at these events? Can you tell me about a cultural event that you particularly enjoyed?

G-02. CHANGE OF RESIDENCE

Where does the tester live and how long has he/she been there? Has he/she lived anywhere else and if so, where? What were the circumstances that precipitated the move? Which location does he/she prefer and why?

How do the people in the tester's current place of residence differ from an old place of residence? Do the people eat different food, dress differently, or look different? What adjustments has the tester had to make in daily habits because of the move?

If the move involved a change from village to city, what are some of the differences in the areas of family life, cultural activities, pace of life, primary values, religious practice?

G-03. OCCUPATION

What is the tester's present occupation? How did he/she come to have that particular job? What aspects of his/her work does he/she particularly enjoy? Why? What are some aspects that he/she does not find enjoyable? Why?

Has the tester personally had any unpleasant experiences such as involvement in an accident, breakdown while travelling? What happened and how was the situation fixed? Has the tester ever seen a road accident? What happened to the people involved?

What is transportation like in other places? What are the advantages or disadvantages of the various available means of transport, including speed, range and relative cost? How does the tester think it could be improved? How has transportation in the region changed over the past twenty-five years?

G-05. EDUCATION

Has the tester been to school? To university? How many years has he/she studied? What topics or subjects did he/she like to study best? Why? What subject did he/she get the highest marks in? In what subject did he/she get the lowest marks? Why did he/she get those marks in those subject?

Why are some teachers better than others? Can the tester recall one teacher who was particularly good? Why is he/she remembered? What language did the tester first learn in school? What other languages? Would the tester go to school or go back to school if he/she had the chance?

What subjects are studied in the university? What sorts of things are studied in these subjects? Ask the tester about the most difficult exam he/she had to take? Why was it so hard?

G-06. EXCITING MOMENTS

What is the most exciting thing ever to have happened to the tester? Why was it so exciting? Would he/she ever want to repeat the experience? Why or why not? What would he/she do differently if he/she were able to repeat the experience? Were there other people with him/her at the time and what did they think of it all? If someone wanted to try (or avoid) such an experience what should they do?

What foods are the healthiest and make people strong? What sort of foods should be avoided and why? What sort of foods cause illness? What sort of people should should avoid which kinds of foods?

G-09. MUSIC

What kind of musical instruments does the tester have or play? How long did has he/she been playing the instrument? Why did he/she choose that instrument? What other instruments would he/she like to play and why?

Does the tester have music that is different from the kind that we have here? What is different about it? Is there special music for special reasons and what are they?

What kind of people play music and why? Which is better, the traditional music or the new music and why? Is traditional music dying out and what can be done to rescue it?

G-10. POLITICAL OR LEGAL SYSTEMS

How does a person get elected or appointed to be a judge (or representative, or minister, or village official)? Is it necessary to "Know" someone important? How much training do these people have? Do you know anyone who has a job like this? Are political appointees better than elected officials? Why?

G-11. HISTORY

What has the tester's grandparents or parents told him/her about life when they were young? What are the differences in the way they lived and life now? Were people wealthier or poorer at that time? Were customs different and if so, how?

Were morals different then than now? How was the religion different? Were his/her people always in this place? Where did they come from? Why? What was the journey like?

Was transportation, water supply, farming, city life different one hundred years agor? How did people get news then? What did

there a coming of age celebration? How old are people when they have this celebration? What rituals are involved?

G-13. ENTERTAINMENT

What does the tester like to do in his/her spare time? Does he/she ever go to the movies, plays, musical events, or parties? What was one that he/she liked best? Why did he/she like it? Can the tester describe a recent event he/she attended.

PART THREE: RELATING INFORMATION

PURPOSE

The SUBJECT is given the task of presenting information to the TESTER on some topic. The object is to convey information - both facts and opinion - to the TESTER. The task is in large part one of accurate production and cohesive presentation, but the SUBJECT must also respond to any questions the TESTER might have about portions of the information so conveyed.

PROCEDURES

1. The LINGUIST, in consultation with the TESTER, chooses an appropriate topic for the SUBJECT to talk about. The domain of the topic selected should be different from those chosen in the WARM-UP CONVERSATION and GETTING INFORMATION. The topic chosen for this section should be one that is culturally or conceptually different from those that the SUBJECT normally discusses in the L2; it may be a topic from a domain which is either familiar or unfamiliar in the L1. The LINGUIST records the topic selected on the scoring form.

2. The LINGUIST gives the ASSISTANT a background paper or outline. If the ASSISTANT does not read, he/she may listen to a short cassette or be briefed orally by the LINGUIST. The content of the briefing should be of interest to the SUBJECT, but not such as to provoke an emotional reaction.

3. The ASSISTANT relays this information to the SUBJECT in the L1. The SUBJECT discusses what he/she will say with the ASSISTANT for about five minutes.

4. The SUBJECT then conveys this information in the L2 to the TESTER, who listens attentively. The TESTER may raise points of information or clarification as necessary.

5. When the SUBJECT has finished relating the information, the

PART THREE: Suggested Topics

R-01. TECHNOLOGY

Explain what a tape recorder is, what it is used for and how to record and play. Explain that the sound goes in the microphone and that the tape recorder records the sound on the tape and the tape remembers what is on it. Explain that when the machine plays the cassette, it reads the tape and makes the sound according to what is written there.

Explain that the microphone changes the sound into electricity, which the cassette remembers by the way that the recorder organises small pieces of metal in the tape. When the cassette plays, the tape recorder uses a magnet to modify electricity according to the pattern that is on the tape. The speaker then changes that electricity into sounds.

R-02. EDUCATION

Explain that it is good to have an education because it helps to get a job and earn money. Or explain problems sometimes caused by education, i.e., children who go to school do not respect their parents any more and do not live according to the traditional way of doing things. Or explain that while education might be good for some children, other children are needed to work with their parents and so cannot be spared for school.

Explain the school system and how much it costs to send a child to school. Explain how you were able (or not able) to go to school. Explain the sorts of things they teach in school and why they are (or are not) important. Explain what a student must do to get into school and university and how the two are similar and different. Explain why some children do better in school than others.

R-03. CULTURE

Explain how the way you live is different from the way that neighboring peoples live and why your way is better (or worse) than other ways of living. Choose a particular culture foreign to your own

to buy is able to bargain better and so get a cheaper price. But when everyone has sold all of the crop and only one person has the crop to sell, then he/she can sell it for a high price because everyone will want to buy it. When everyone wants to buy something, then the seller can bargain better.

R-06. LEGAL INSTITUTIONS

Explain what happens if a thief gets caught. Describe a recent case where this has happened. Talk about the different kinds of things that thieves steal. If there are different punishments for different crimes, describe the appropriate punishment for various crimes. If there is more or less crime than in previous times, then explain why.

R-07. WORLD EVENTS

Describe the activities of the country's president or other well-known national figures.

Discuss strengths and weaknesses of national sports teams or of a specific match that the assistant attended.

Discuss any specific disasters that may have happened recently (i.e., plane crashes, earthquakes, shocking world events, etc.)

R-08. MEDICINE

Describe what a person does in the village when someone gets sick. Explain who the nearest doctor or nurse is and where they can be found. Describe the kinds of sicknesses they can treat and the kinds they are not able to treat. Tell about the most commonly needed drugs, whether they are easily available, and what they cost. Describe what life was like before these drugs and doctors were available and what improvements are most needed now.

Alternatively, describe a new vaccine that will be available soon for Hepatitis B. There are two kinds of Hepatitis, Type A and Type B. Type B is the most dangerous. Up until now, almost no one has been able to afford vaccine for Type B because it costs

Alternatively, describe an event from an unfamiliar culture. Suggestions can include weddings, funerals, or coming of age ceremonies, Christmas, Easter, Thanksgiving. Explain the meanings, or beliefs behind certain activities included in the event.

R-10. TRAVEL

Describe a recent trip the ASSISTANT or LINGUIST took, telling where they went, Where they started from, where they went along the way, and where they ended up. Describe who travelled with them and why; also how they traveled and how long it took. Describe the luggage with which it was necessary to travel. Tell about interesting things that happened along the way and details of what they saw. Describe any fears about the trip or about what might happen when they arrived.

Alternatively, decribe a type of transportation unfamiliar to the subject (e.g., airplane).

Alternatively, describe the steps necessary for traveling by bus, train, or plane, etc.

R-10. HOUSING

Describe the different kinds of shelter that people use, telling how and why are they different and how many people live in a typical house. Describe the materials of which the houses are made, the people who build them and the process of gathering or buying the materials. Describe the constuction process.

Alternatively, describe urban housing in the same terms.

R-11. POLITICAL SYSTEMS

Describe the polical system of an entity unfamiliar to the subject. Describe how it worksand its main features. Tell about how the system developed and who can participate in it.

R-12. HISTORY

Describe an unfamiliar episode or hero from history or

SECOND LANGUAGE ORAL PROFICIENCY EVALUATION
SCORING FORM

PLACE: L2: NUMBER: DATE:

NAME: AGE: SEX: EDUCATION:

PLACE OF BIRTH: OCCUPATION: MOTHER TONGUE:

CURRENT RESIDENCE: STATUS: OTHER TONGUES:

SPOUSE'S MOTHER TONGUE: SPOUSE'S OTHER TONGUES:

PLACES TRAVELLED: DEGREE OF CONTACT WITH L2:

TESTER: LINGUIST: ASSISTANT:

WARM-UP TOPIC: W- PART TWO TOPIC: G- PART THREE TOPIC: R-

SCORING THE EVALUATION

1. ASSIGNING THE CHECKMARKS TO THE SCORING GRID

The first step in scoring the evaluation is to match the SUBJECT's performance with the "performance standards" in the scoring grid. For each of the five factors, find the cell containing the description which best exemplifies the overall performance on that factor. Put a checkmark in that cell.

If you cannot decide on the basis of the abbreviated descriptions in the scoring grid, refer to the full descriptions of the "Performance Standards" section. You should be able to find a description that fits what you have heard the SUBJECT do during the evaluation.

2. GETTING THE RAW SCORE

Compare the checkmarks you have made on the scoring grid with the Raw Score Table. Select the specific numbers from within the boxes that you have checked and write them down. There should be five numbers in all, one for each performance factor.

The total of the five numbers is the RAW SCORE.

3. FINDING THE S-SCORE

Locate the Raw Score you have obtained on the S-Score table. It shows the corresponding S-Score. Refer to the Skill Level Descriptions to verify that the description for the S-Score indicated fits the sample.

4. SCORE VERIFICATION

Read the Skill Level Description for the S-Score designated by the Raw Score. Then read the Skill Level Description for the S-Score immediately above and below the designated S-Score. Verify that the designated S-Score is indeed the most accurate description of the SUBJECT's bilingual proficiency.

Almost (exactly?) identical to FSI

FIVE FACTORS THAT INFLUENCE ORAL PROFICIENCY EVALUATION

1. COMPREHENSION evaluates how well the subject understands what is said in the L2. As understood by the evaluation technique, comprehension is interactive, that is, it includes the social meaning and implications of the speech act as well as the meaning of the spoken words.

2. DISCOURSE COMPETENCE evaluates speech above the sentence level. As understood by the evaluation technique, discourse competence includes how the subject organizes his/her speech and copes with the demands of face-to-face interaction in making his/her meaning clear. This is exemplified by how well the subject manages turn-taking, the cohesiveness of the information presented, links ideas together, transitions between thoughts, etc.

3. STRUCTURAL PRECISION evaluates the use of the non-discretionary rule-governed aspects of the syntactical, morphological, and phonological systems of the language. As understood by the evaluation technique, structural precision includes evaluating how accurately and appropriately the subject controls and encodes messages in the L2.

4. LEXICALIZATION evaluates the breadth and appropriateness of the lexicon available to the subject. As understood by the evaluation technique, lexicalization includes how well the subject uses the connotative and denotative meanings of words, idioms, metaphors, synonyms and their near-equivalents, etc.

5. FLUENCY evaluates the continuity, quantity, and accessibility of the speech produced by the subject. As understood by the evaluation technique, fluency includes the ability to produce speech without effort in the appropriate quantity and degree of smoothness according to the context of the speech act.

DESCRIPTION OF THE FIVE FACTORS AT EACH PERFORMANCE STANDARD

COMPREHENSION (INTERACTIVE)

BLOCKING - MISUNDERSTANDINGS OF VERY SIMPLE LANGUAGE. The subject may understand fragments of ongoing speech which is simplified (i.e., relies on very high-frequency lexicon and structure) and artificially slowed. The subject may not recognize that he/she has misunderstood, responding in an incorrect, inappropriate, or unrelated manner. Even with repetition and clarification, the subject cannot understand enough to maintain an interaction even on common topics on which the tester and subject share knowledge.

DYSFUNCTIONAL - SUBJECT RECOGNIZES NON-UNDERSTANDINGS, WHICH ARE QUITE FREQUENT, but may not exhibit comprehension even after repetition or clarification. Comprehension is generally restricted to common topics on which subject and tester share knowledge. The native speaker must adjust the speed and complexity of speech in order to be understood. If the target language has a close genetic relationship with the subject's mother tongue, or if the subject's mother tongue has borrowed much of its lexicon from the target language (as is the case with some creoles), then comprehension may appear to be quite precocious, but this is not supported by evidence of comprehension of non-shared aspects of the language.

INTRUSIVE - DIFFICULTIES IN COMPREHENSION SLOW DOWN THE INTERACTION. The subject exhibits understanding after clarifications, paraphrase, repetition, or some simplification. Range of contexts in which the subject exhibits understanding may be wide. Speed of speech may need to be adjusted by the tester.

ACCEPTABLE - EXHIBITS UNDERSTANDING QUICKLY WHEN CLARIFICATION, REPETITION, OR PARAPHRASE IS GIVEN. The subject follows natural speech which has not been artificially adjusted in speed, lexicon, or structure. The subject catches own non-understandings, which are relatively infrequent. Range of comprehension is quite wide, and

SUPERIOR - UNDERSTANDING IS ESSENTIALLY COMPLETE in the context of face-to-face interaction. The subject's understanding of the underlying cultural assumptions and/or frame of reference of the target language is such that he/she can draw appropriate inferences from the tester in most circumstances.

DISCOURSE COMPETENCE

BLOCKING - UNABLE TO PRODUCE CONTINUOUS DISCOURSE. Utterances are largely stock phrases or learned routines. Sentences may be fragmented when that is inappropriate. Essentially no cohesion within and/or transition between utterances. Turn-taking behavior is highly unnatural.

DYSFUNCTIONAL - MINIMALLY ELABORATE PERFORMANCE on language-use tasks. Utterances are largely discrete and ill fit with each other and with the gist of the interaction, but individual utterances may be well formed, and some routines such as greeting sequences and simple pleasantries seem quite natural. Nevertheless, the subject is a very unequal partner in the conversation. Turn-taking is usually stilted and unnatural. The tester must draw out the passive speaker and frequently ask for elaboration from the subject who cannot develop ideas clearly and cohesively in extended production activities. Involvement with the topic and/or substance in the presentation is very obviously lacking.

INTRUSIVE - PERFORMANCE SHOWS LACK OF COHESION. Range of discourse devices (e.g., conversational management devices, markers, and referentials) is limited. The tester must concentrate and interpret to follow the subject's line of thought. Nevertheless, the subject can respond to the tester's questions, comments, and observations, getting main points across, though with a distinctly repetitive or awkward repertoire of functional devices. Turn-taking behavior may be good.

ACCEPTABLE - DISCOURSE IS COHESIVE. Discussion can be maintained comfortably by both parties. Turn-taking behavior is generally quite natural. The subject's use of function markers is appropriate and non-repetitive. The SUBSTANCE of longer presentations and/or discussions becomes more noticeable than the form. The subject exhibits involvement with the topic of the interview. The subject may make his/her point with development, support, transitions, etc.

SUPERIOR - BROAD FLEXIBLE CONTROL OF FUNCTIONAL RHETORICAL SPEECH DEVICES. The range is similar to that available to the articulate well-informed native speaker. The subject communicates assertively, when appropriate, and can take and hold the floor, open and close discussion and control the discourse to bring about his/her own desired outcomes (e.g. the inference might be drawn that the subject is quite competent at suasion). Uses the language to convey attitudinal as well as referential information to the tester. Reliably puts his/her explicit (and usually also implicit) communicative intent into the target language.

STRUCTURAL PRECISION

BLOCKING - STRUCTURAL ACCURACY IS LARGELY RANDOM, and/or phonological structure is so unusual that the tester for the majority of the performance is confused as to the subject's intended message. The vast preponderance of utterances beyond memorized, high-frequency routines contain such inaccuracies of usage (morphological, syntactic, or phonological) that communication is largely telegraphic.

DYSFUNCTIONAL - MISCOMMUNICATION ARISES FREQUENTLY DUE TO LACK OF CONTROL OF STRUCTURE. Consistently high level of inaccuracy in high-frequency features of morphology, syntax, and/or phonology, which causes the subject to have to repeat, rephrase, or even change what he/she wishes to say. Communication is limited and subject is perceived to be ineffective at using the structure of the language reliably.

INTRUSIVE - INCONSISTENT ACCURACY IN RELATIVELY HIGH-FREQUENCY areas of syntax, morphology, and/or phonology distract the tester. Generally the subject manages to encode messages in a fashion which is comprehensible. Often, however, the tester must use the context, real-world referential knowledge, etc., in order to follow the subject's performance. The possibilities exist for confusion, and the tester must work actively at understanding the subject's performance.

ACCEPTABLE - STRUCTURAL INACCURACY IS RARELY THE MAJOR CAUSE OF MISUNDERSTANDING(Errors which do exist are not perceived to be major deficiencies in the contexts which have arisen during the course of the evaluation, and the inference can be made that they should not prove to be impediments in naturally arising contexts.

SUCCESSFUL - RANGE AND CONTROL OF THE STRUCTURE IS GREAT; control of even low-frequency features of structure give subject wide flexibility of expression; lack of control of low-frequency structural features rarely constitutes a reason for ambiguities or misunderstandings to arise. The tester is convinced that the subject

LEXICALIZATION*

BLOCKING - LEXICALIZATION INACCURATE AND VERY NARROW. Tester may not understand the meanings intended, or, when subject attempts extended discourse, cannot follow the gist of the performance.

DYSFUNCTIONAL - LEXICALIZATION RANGE IS NARROW AND HIGHLY UNNATURAL FOR THE LANGUAGE. The tester is required to request the subject to rephrase utterances frequently; if the subject is unable to find better lexicalization, he/she may be forced to change the sense of his intended message in order to accommodate lexical deficiencies. Word-choice and phrasing may be heavily calqued, i.e. loan translated out of the subject's mother tongue (or some other language), thus the subject may string together items whose individual meanings are overridden by the "sum-of-the-parts" meaning of the utterance. Frequent occurrences of the above phenomena render the performance on this factor DYSFUNCTIONAL.

INTRUSIVE - LEXICALIZATION IS UNUSUAL AND/OR IMPRECISE, although vocabulary may seem numerically extensive. Often, however, the tester must use the context, real-world knowledge, etc., in order to follow the subject's performance. The tester may be required to request rephrasing of utterances, but the subject IS CAPABLE of repairing the source of the difficulty. Frequently, the lexical choices within a given phrase, sentence, topic, etc., may appear to be drawn from different stylistic registers. Calqued (literally translated) phrases, "made-up words", misuse of idioms/metaphors/proverbs, etc. may be confusing and/or irritating to the native-speaking tester. The tester usually understands the subject well, but must sometimes rely on familiarity with the speech of learners of his/her language.

ACCEPTABLE - LEXICALIZATION IS CLEAR, AND RELATIVELY NATURAL. Appropriate lexical choices are made in language-use tasks. Lack of breadth in vocabulary is well compensated for by clear periphrasis. The tester understands the intended meanings of the subject. Stylistic nuances may be rarely employed, but errors of register

significantly enrich the overall performance of the subject. The tester feels confident that the subject is conveying his/her communicative intent.

SUPERIOR - LEXICALIZATION IS PRECISE. Not only can the subject encode concepts precisely, he/she can convey essentially any message appropriate to the context (social, situational, contentual). Lexical control is essentially that of an articulate well-informed native speaker. Stylistic nuances, such as control of near synonyms for attitudinal tone, effect, use of literate, even classical, vocabulary, and appropriate use of metaphor/proverb/idiom, as well as well-chosen cultural, historical, and/or literary reference characterize the overall performance. In languages where formal/elevated style exists, it may be evidence of the subject's ability to use that style effectively which gives maximum credit on this factor.

FLUENCY

BLOCKING - SUBJECT SPEAKS WITH DIFFICULTY. Quantity of speech is insufficient for even minimal communication. When speech does occur, pause time exceeds speaking time.

DYSFUNCTIONAL - FLUENCY IS IRREGULAR. Continuity and quantity of speech is inadequate for communication beyond social interchange. When subject attempts to engage in more complex speech, he/she pauses frequently in mid-utterance or between utterances. The subject frequently starts to say something which he/she cannot finish. Pauses are unfilled or not suitably filled.

INTRUSIVE - SUBJECT SPEAKS READILY BUT NOT FLUENTLY. Continuity and quantity of speech seems to be adequate for a variety of communication tasks. However, hesitations, false starts, self-interruptions and self-corrections may abound.

ACCEPTABLE - SUBJECT SPEAKS READILY, SUITABLY FILLING PAUSES. Continuity and quantity of speech is adequate for all but the most complex communication tasks. Long lapses in production, false starts and unintentionally incomplete sentences occur, but are self-repaired.

SUCCESSFUL - PERFORMANCE IS FLUENT. Quantity of speech is sufficient even for unusual speaking tasks. While there may be hesitations and self corrections, as well as some searching for words, this is not perceived as disruptive.

SUPERIOR - THE FLOW OF SPEECH IS EFFORTLESS AND SMOOTH IN EVERY RESPECT.

working chart
Not relevant to IHT
speakers of L2.

THE SUMMER INSTITUTE OF LINGUISTICS
LANGUAGE SKILL LEVEL DESCRIPTIONS

INTRODUCTION

The following proficiency level descriptions characterize spoken language use. Each of the six "base levels" (coded 00, 10, 20, 30, 40, and 50) implies control of any previous "base levels" functions and accuracy. The "plus level" designation (coded 06, 16, 26, etc.) will be assigned when proficiency substantially exceeds one base skill level and does not fully meet the criteria for the next "base level". The "plus level" descriptions are therefore supplementary to the "base level" descriptions.

A skill level is assigned to a person through an authorized oral proficiency evaluation. Linguists assign a level on a variety of performance criteria exemplified in the descriptive statements. Therefore, the examples given here illustrate, but do not exhaustively describe, either the skills a person may possess or situations in which he/she may function effectively.

Statements describing accuracy refer to typical stages in the development of competence in the most commonly taught languages in formal training programs. In other languages, emerging competence parallels these characterizations, but often with different details.

Unless otherwise specified the term "native speaker" refers to native speakers of a standard dialect. In the context of these proficiency descriptions, "well-educated" does not necessarily imply formal higher education. However, in cultures where formal higher education is common, the language-use abilities of persons who have had such education is considered the standard. That is, such a person meets contemporary expectations for the formal, careful style of the language, as well as a range of less formal varieties of the language.

In situations where education does not necessarily define the

LEVEL 0 (NO PROFICIENCY)

UNABLE TO FUNCTION IN THE SPOKEN LANGUAGE. Oral production is limited to occasional isolated words. Has essentially no communicative ability. (Data Code 00)

LEVEL 0+ (MEMORIZED PROFICIENCY)

ABLE TO SATISFY IMMEDIATE NEEDS USING REHEARSED UTTERANCES. Shows little real autonomy of expression, flexibility, or spontaneity. Can ask questions or make statements with reasonable accuracy only with memorized utterances or formulae. Attempts at creating speech are usually unsuccessful.

EXAMPLES: The individual's vocabulary is usually limited to areas of immediate survival needs. Most utterances are telegraphic; that is, functors (linking words, markers, and the like) are omitted, confused, or distorted. An individual can usually differentiate most significant sounds when produced in isolation, but, when combined in words or groups of words, errors may be frequent. Even with repetition, communication is severely limited even with people used to dealing with foreigners. Stress, intonation, tone, etc. are usually quite faulty. (Data Code 06)

LEVEL 1 (ELEMENTARY PROFICIENCY)

ABLE TO SATISFY MINIMUM COURTESY REQUIREMENTS AND MAINTAIN VERY SIMPLE FACE-TO-FACE CONVERSATIONS ON FAMILIAR TOPICS. A native speaker must often use slowed speech, repetition, paraphrase, or a combination of these to be understood by this individual. Similarly, the native speaker must strain and employ real-world knowledge to understand even simple statements/questions from this individual. This speaker has a functional, but limited proficiency. Misunderstandings are frequent, the individual is able to ask for help and to verify comprehension of native speech in face-to-face

limited way, and state in a simple manner what actions will be taken. He/she is able to formulate some questions even in languages with complicated question constructions. Almost every utterance may be characterized by structural errors and errors in basic grammatical relations. Vocabulary is extremely limited and characteristically does not include modifiers. Pronunciation, stress, and intonation are generally poor, often heavily influenced by another language. Use of structure and vocabulary is highly imprecise. (Data Code 10)

LEVEL 1+ (ELEMENTARY PROFICIENCY, PLUS)

CAN INITIATE AND MAINTAIN PREDICTABLE FACE-TO-FACE CONVERSATIONS AND SATISFY LIMITED SOCIAL DEMANDS. He/she may, however, have little understanding of the social conventions of conversation. The interlocutor is generally required to strain and employ real-world knowledge to understand even some simple speech. The speaker at this level may hesitate and may have to change subjects due to lack of language resources. Range and control of the language are limited. Speech largely consists of a series of short, discrete utterances.

EXAMPLES: The individual is able to satisfy most travel and accommodation needs and a limited range of social demands beyond the exchange of skeletal biographic information. Speaking ability may extend beyond immediate survival needs. Accuracy in basic grammatical relations is evident, although not consistent. May exhibit the more common forms of verb tenses, for example, but may make frequent errors in formation and selection. While some structures are established, errors occur in more complex patterns. The individual typically cannot sustain coherent structures in longer utterances or unfamiliar situations. Ability to describe and give precise information is limited. Person, space, and time references are often used incorrectly. Pronunciation is understandable to natives used to dealing with foreigners. Can combine most significant sounds with reasonable comprehensibility, but has difficulty in producing certain sounds in certain positions or in certain combinations. Speech will usually be labored.

utterances are minimally cohesive. Linguistic structure is usually not very elaborate and not thoroughly controlled; errors are frequent. Vocabulary use is appropriate for high-frequency utterances, but unusual or imprecise elsewhere.

EXAMPLES: While these interactions will vary widely from individual to individual, the individual can typically ask and answer predictable questions in familiar domains and can understand and give straightforward instructions to others. Additionally, the individual can participate in personal and accommodation-type interactions with elaboration and facility; that is, can give and understand complicated, detailed, and extensive directions and make non-routine changes in travel and accommodation arrangements. Simple structures and basic grammatical relations are typically controlled; however, there are areas of weakness. In the commonly taught languages, these may be simple markings such as plurals, articles, linking words, and negatives or more complex structures such as tense/aspect usage, case morphology, passive constructions, word order, and embedding. (Data Code 20)

LEVEL 2+ (LIMITED PROFICIENCY, PLUS)

ABLE TO SATISFY MOST REQUIREMENTS WITH LANGUAGE USAGE THAT IS OFTEN, BUT NOT ALWAYS, ACCEPTABLE AND EFFECTIVE. The individual shows considerable ability to communicate effectively on topics relating to particular interests and special fields of competence. Often shows a high degree of fluency and ease of speech, yet when under tension or pressure, the ability to use the language effectively may deteriorate. Comprehension of normal native speech is typically nearly complete. The individual may miss cultural and local references and may require a native speaker to adjust to his/her limitations in some ways. Native speakers often perceive the individual's speech to contain awkward or inaccurate phrasing of ideas, mistaken time, space, and person references, or to be in some way inappropriate, if not strictly incorrect.

CONVERSATIONS ON PRACTICAL, SOCIAL AND OCCUPATIONAL TOPICS. Nevertheless, the individual's limitations generally restrict the special interest contexts of language use to shared knowledge and behavior understood cross-culturally. Discourse is cohesive. The individual uses the language acceptably, but with some noticeable imperfections; yet, errors virtually never interfere with understanding and rarely disturb the native speaker. The individual can effectively combine structure and vocabulary to convey his/her meaning accurately. The individual speaks readily and fills pauses suitably. In face-to-face conversation with mother-tongue speakers of the standard dialect at a normal rate of speech, comprehension is quite complete. Although cultural references, proverbs, and the implications of nuances and idiom may not be fully understood, the individual can easily repair the conversation. Pronunciation may be obviously foreign. Individual sounds are accurate; but stress, intonation, and pitch control may be faulty.

EXAMPLES: Can typically discuss particular interests and special fields of competence with reasonable ease. Can use the language, for example, in any of several domains in order to answer objections, clarify points, justify decisions, understand the essence of challenges, state and defend accepted ways of doing business, conduct meetings, convey information, or other extended and elaborate informative monologues. Can reliably elicit information and informed opinion from native speakers. Structural inaccuracy is rarely the major cause of misunderstanding. Use of structural devices is flexible and elaborate. Without searching for words or phrases, the individual uses the language clearly and relatively naturally to elaborate concepts freely and make ideas easily understandable to native speakers. Errors occur in low-frequency and highly complex structures. (Data Code 30)

LEVEL 3+ (GENERAL PROFICIENCY PLUS)

IS OFTEN ABLE TO USE THE LANGUAGE TO SATISFY NEEDS IN A WIDE RANGE OF SOPHISTICATED AND DEMANDING TASKS.

LEVEL 4 (ADVANCED PROFICIENCY)

ABLE TO USE THE LANGUAGE FLUENTLY AND ACCURATELY ON ALL LEVELS NORMALLY PERTINENT TO NEEDS. The individual's language usage and ability to function are fully successful. Organizes discourse well, using appropriate rhetorical speech devices, appropriate cultural references and understanding. Language ability only rarely hinders him/her in performing any task requiring language; yet, the individual would seldom be perceived as a mother-tongue speaker. Speaks effortlessly and smoothly and is able to use the language with a high degree of effectiveness, reliability, and precision for all representational purposes within the range of personal and occupation related experience and scope of responsibilities. Can serve as an informal interpreter in a range of unpredictable circumstances. Can perform extensive, sophisticated language tasks, encompassing most matters of interest to "well-educated" native speakers, including tasks which do not bear directly on any occupational specialty.

EXAMPLES: Can discuss in detail concepts which are fundamentally different from those of the target culture and make those concepts clear and accessible to the native speaker. Similarly, the individual can understand the details and ramifications of concepts that are culturally or conceptually different from his/her own. Can set the tone of interpersonal verbal exchanges with a representative range of high and low status native speakers in a variety of audiences, tasks, and settings and with a variety of purposes. Can play an effective role among native speakers in such domains as the home, courts and government, religion, education, and debates on matters of disagreement. Can advocate a position at length, both formally and in chance encounters, using sophisticated verbal strategies. Understands and reliably produces shifts of both subject matter and tone. Can understand native speakers of the standard and other major dialects in essentially any face-to-face interaction. (data Code 40)

LEVEL 4+ (ADVANCED PROFICIENCY, PLUS)

cultural reference or there may be an occasional failure to interact in a totally appropriate manner. (Data Code 46)

LEVEL 5 (FUNCTIONALLY NATIVE PROFICIENCY)

SPEAKING PROFICIENCY IS FUNCTIONALLY EQUIVALENT TO THAT OF A HIGHLY ARTICULATE WELL-EDUCATED NATIVE SPEAKER AND REFLECTS THE CULTURAL STANDARDS OF THE COUNTRY WHERE THE LANGUAGE IS NATIVELY SPOKEN. The individual uses the language with complete flexibility and intuition, so that speech on all levels is fully accepted by "well-educated" native speakers in all of its features, including breadth of vocabulary and idiom, colloquialisms, and pertinent cultural references. Pronunciation is typically consistent with that of "well-educated" native speakers of a non-stigmatized dialect. (Data Code 50)